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ABSTRACT

Through the Jefferson County Adult Reading Project, 293 students functioning at a 3.9 reading level and below attended reading classes. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in the project components. The Word Identification, Word Attack, and Passage Comprehension sections of the Woodcock Reading Mastery Test, Forms A and B, were used as pre- and post-tests to collect statistical data. Gains were reported per thirty hours of instruction. Recruitment techniques used were intended not only to recruit students but also to create community awareness of the problems of adult illiteracy. The basic reading program chosen for use by the teacher (three were used in the project) was not shown to have a statistically significant effect on academic gains. Analysis of test scores indicated that (1) students completing more grades in school and those with the least amount of time lapsed between termination of formal schooling and enrollment in the program showed greater gains; (2) there was no significant difference between scores by males and females; (3) class time and day had no effect on student gains; and (4) as the number of instructional hours increased (hours attended), the gain increased. (Project information, including recruitment materials and data and enrollment and attendance data, are appended.) (YLB)

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JEFFERSON COUNTY ADULT READING PROJECT

Final Report

of the

Department of Adult and Continuing Education
Jefferson County Board of Education
Louisville, Kentucky

of the

Division of Adult Education
Bureau of Vocational Education
Kentucky State Department of Occupational Education

Project No. H24916

June, 1979

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I. Introduction and Overview

The project entitled "Jefferson County Adult Reading" funded by the Kentucky State Department of Occupational Education, Bureau of Vocational Education, Division of Adult Education was initiated July 1, 1978 and terminated on June 30, 1979. The purpose of the project was a demonstration of a reading program for adults functioning below a 4.0 reading level.

The project was initiated and conducted by the Jefferson County Board of Education, Unit of Adult and Continuing Education, Louisville, Kentucky. The project was directed by Tom Hale, Director for Adult and Continuing Education, M. Buell Snyder, Assistant Director for Adult Basic Education and conducted by Sharon Darling, Project Coordinator.

The project objectives were as follows:

1. To find effective ways of recruiting adults third grade level and below.
2. To find valid and effective testing methods to use as diagnostic tools and to measure educational growth.
3. To conduct a comparative analysis of educational advancement in relation to variable class scheduling.
4. To conduct a comparative analysis of relationships between instructional hours and academic advancement.
5. To find effective techniques in teacher training and in-service.
6. To compare teaching approaches in relation to retention of students and educational gains.
7. To use student data to conduct a causal comparative study for evaluation purposes.

The project was funded July 1, 1978 and the project coordinator was hired.

In August, 1978, sites and schedules for reading classes were established, staff and materials were selected and recruitment of students initiated.

During the month of September, a four day teacher training workshop was conducted by the project coordinator and staff assignments were finalized. Student enrollment and initial student testing was completed by October 1, 1978. Enrollment during October steadily increased requiring the addition of two teachers. Attendance during the months of September, October and November was excellent but began to decline slightly as the Christmas season approached. Student follow-up was stressed to maintain enrollment and attendance.

During the month of January each student was scheduled for an individual conference with the teacher to discuss progress toward goals and to provide input on improvement of instruction in relation to his/her needs. These conferences proved to be very valuable for both teacher and student.

In February, each teacher conferred with the project coordinator to discuss student progress, particular problems and offer suggestions for program and/or supervision improvement. Some changes in materials, classroom management and techniques were implemented after the conference.

Post-testing of students was begun one month prior to program termination. The data from pre and post tests was used in a causal comparative study to evaluate certain phases of the project components.

The Jefferson County Adult Reading Program served 293 adults functioning below 4.0 reading level. Enthusiasm among teachers and students remained high throughout the year and great gains were observed not only educationally but socially and emotionally as well. The students in each class developed a trust and closeness as they worked together and became a source of support and encouragement for each other. Their common problem served as a spring board for many discussions and friendships developed rapidly as a result of a common bond.

The teachers also grew very concerned about the needs of their students and expressed great joy in helping adults learn to read. Many of the teachers continued teaching on a volunteer basis after funding lapsed.

The program proved to be a great success and its impact cannot be described. The benefits of the program can only be seen through observing the growth taking place in the students.

Definitions of Terms

The Woodcock Reading Mastery Test was selected for use in the project. Form A was administered at student intake and Form B for post-test data. The total battery of the test consists of five parts of which three were chosen for use in the project. The Word Identification, Word Attack and Passage Comprehension sections were used for statistical data.

In analyzing the data, the variable of time was controlled in most cases in order to make comparisons. The base unit of thirty hours was used, and the reported gains therefore reflect the gains per 30 hours of instruction. Example: On the Word Identification section of the test the gain per 30 hours equals the post-test minus pre-test divided by the number of hours divided by 30.

$$\text{Gain} = \text{post-test minus pre-test} \div \frac{\text{number of hours}}{30}$$

III. Site and Schedule Selection:

1. Site and Schedule Selection (Appendix A)

Sites: Twenty locations were identified throughout Jefferson County to house the Adult Reading Program. In trying to convey the philosophy of the uniqueness of adult education and trying to negate the failure syndrome many non-reading adults had developed in school, sites were selected, whenever possible, which were not connected with school buildings. It was considered to be important that locations be in buildings which were conducting other activities involving residents of the community.

Each site was selected on the basis of:

A. Density of population

B. Familiarity of facility within the community

C. Interest of facility staff in the reading program

D. Physical features of the building

E. Demonstrated community interest displayed by staff.

F. Socio Economic/Unemployment status of community residents.

Each pastor or center director was contacted initially to receive permission to house a reading program, and each was sent a weekly update on progress of the recruitment effort in his/her area. Every facility was asked to provide a room, with chalkboard, if possible, a table and chairs, and any cabinet or closet to be used in material storage.

Classes were established in the following locations:

20 locations

8 churches

4 Community Centers

4 Night School Buildings

2 Y.W.C.A. Buildings

2 Libraries

The geographic locations of the programs provided access to all residents of the city and county. (Appendix B)

Over one-half of the classes were concentrated in an area designated by the Louisville Office for Manpower Services as a target area of high unemployment. These classes contained 64.2% of the total enrollment.

Flexible scheduling of classes offered opportunities to both employed and unemployed adults. Morning, afternoon, evening, and Saturday classes were offered. Length of classes ranged from two hours to four hours with class meetings daily, bi-weekly, tri-weekly, or weekly.

Students were allowed a preference of morning, afternoon, evening, or Saturday classes although all time variations were not available in every geographic area. The majority, 51% of the students chose night instruction. Morning classes were selected by 33% of those enrolled while 13% preferred afternoons. Only one Saturday class was offered and 3% of the students preferred this schedule. The percentage in the Saturday class may have been considerably larger with more offerings. (Appendix C)

Class enrollment was limited to 12 with an average class size of 10. Students were accepted on a walk-in and a referred basis and were scheduled for individual testing by the teacher after their initial visit.

IV. Staff Selection

Applications were accepted and interviews conducted with twenty-four (24) prospective teachers. Fourteen (14) of these teachers were hired on a part-time basis with teaching schedules ranging from 6 to 28 hours per week. All teachers hired were required to hold valid Kentucky Teaching Certificates. Teachers were selected according to qualifications established by the Jefferson County Board of Education and job responsibilities were in accordance with a written job description. (Appendix D)

The teachers were not limited to a particular educational major area and those selected possessed a varied background in education and experience. Five (5) of the teachers held Bachelor's Degrees, eight (8) held Master's Degrees, and one (1) was completing a Ph. D. Their major fields included six (6) with Elementary Education backgrounds, two (2) holding Advanced Divinity Degrees, two (2) with Advanced Degrees in Special Education and four (4) others with Degrees in Secondary Education.

Additional criteria established for hiring stated that no teacher hold another teaching job concurrent with the reading teacher position, and that none have prior experience in teaching adult education. These criteria were established to study teacher training techniques that might be applicable for implementation in other areas desiring to begin an adult reading program.

V. Teacher Training

The initial teacher training consisted of a three-day workshop held two weeks prior to student intake. This workshop was followed by weekly two-hour in-service training sessions structured around the expressed needs of the teachers.

Since all teachers were new to adult education, the initial training focused heavily on the adult student. It was designed to familiarize teachers with adult education, characteristics of adult non-readers and implications for instruction, testing materials and procedures, and materials to be used in the reading project. (Appendix E)

Literacy training films from Indiana University were used to demonstrate several teaching techniques and show teachers actually working with adult students. Emphasis in all areas of training was placed on practical application.

Evaluation forms were completed by teachers at the close of each session. The evaluation was based on a 1-5 scale and indicated the impact of the initial training experience. The results of the evaluations are contained in Appendix F.

Weekly in-service meetings were held during the first quarter. The topics covered were as follows:

September 15th - "What to do the First Day" (Appendix G)

September 22nd - "Problems Encountered During the First Week"

September 29th - "Retention and Follow-Up of Students"

October 6th - Records Management

October 13th - Using the Newspaper for Reading Instruction

October 20th - Class Management

October 27th - Goal Setting/Counseling

November 3rd - Referral Agencies

November 10th - Supplemertary Materials

November 17th - Teacher Swap Shop

November 30th - Student Grouping

December 1st - Social Climate

Classroom Atmosphere

II. Student Recruitment Techniques

It was the intent of the project to not only recruit students, but to create awareness on the part of the entire community of the problems of adult illiteracy. There were no funds included in the budget for promotion of the program and all recruitment was accomplished with no paid advertisement.

A direct campaign aimed toward the target population relied heavily on the electronic media. The printed media was used to create awareness of the problem and to enlist the help of the reading segment of the population in informing non-readers of the opportunity available. The printed word was used greatly by spouses or relatives of non-readers as evidenced by a large number of calls for additional information.

Information and flyers concerning the Adult Reading Program were provided to the following: radio and television stations, weekly and daily newspapers, pastors, community center directors, hospitals, schools, libraries, and civic clubs.

Radio - Fifteen radio stations were sent 10, 20, and 30 second announcements to be made without charge as a public service. Most stations provided this service on a limited basis. One Louisville area station made announcements at the end of each news broadcast for a two-day period, and one major radio station aired taped announcements daily for three weeks. Several stations broadcast 30 minute interview shows with the project coordinator.

Television - Public service announcements were sent to the 5 major stations in the Louisville/Jefferson County Area. Two major television stations aired taped interviews with the project coordinator on the regular news broadcast. One station filmed an adult reading class in session. This was also aired during the newscast. The project coordinator was also featured on two local TV interview talk shows which were aired prior to student intake.

Newspapers - Information concerning the Adult Reading Program was sent to three daily newspapers and eight weekly newspapers. All papers responded with initial articles and called for additional information. Some newspapers provided follow-up articles after classes were established.

The newspaper articles served to create public awareness and many second party referrals.

Community Meetings - Programs were presented pertaining to the reading program at area council meetings, civic organizations, homemaker clubs, and church groups in an effort to enlist help in the recruitment effort.

Schools - Jefferson County Schools in each area which contained an identified reading class sent announcements with each student. Private and parochial schools also helped in this matter.

Business and Industry - Businesses and industry in the area were very receptive, and most felt a need for instruction for non-reading employees. Over 200 employers were contacted by the eight recruiters* and direct information received by over 55,000 employees. Representatives of business or industry agreed to help in one of the following:

1. Groceries and clothing shops placed small inserts in each purchase package.

2. Large industrial firms placed notices on bulletin boards and inserted information in employee newsletters.

3. Over 20 businesses, as well as city and county government, placed small payroll inserts in each employee's paycheck presenting information concerning the adult reading program. Bell Telephone placed a free announcement in their publication entitled "Bell notes", which was mailed with phone bills to over 600,000 homes in the area. Samples are included in Appendix H

4. Banks placed small announcements beside tellers' windows.

Adult Education Night Centers - Recruiters* manned each night adult education center to announce the beginnings of reading classes and be available for the evening in a private room to answer questions. Class schedules were given to each night school principal for future referrals.
(*Eight home instructors helped in the recruitment effort for a three-week period beginning August 21, 1978.)

Neighborhood Canvas - Each recruiter chose a designated area for in-depth work in recruitment. This effort included door-to-door enlistment and coverage of all buildings and offices in the area with flyers and posters.

Area churches, libraries and community centers helped by publishing information in newsletters, bulletins and area publications.

Recruitment Results - Upon enrollment in a reading class, each student was asked detailed information regarding how he first became aware of the reading program and what prompted him to enroll. The data concerning initial awareness indicates that radio was most effective in recruiting 48% of the students. (Appendix I)

One radio station, in the area, cooperated fully in the recruitment effort by frequent public service announcements over an extended period. Of those students hearing about the program through radio, 90% received the information from that station. The students who heard announcements on radio indicated that information needed to be frequently repeated in order to have access to a means of writing the phone number.

Newspapers proved to be the next most effective method of recruitment for this project with 19% of the students gaining information from this source. Newspaper articles appeared in six weekly and three daily newspapers. All students who gained information from newspapers did so through another person relating the information to them.

Television was responsible for the recruitment of 11% of the students. Many students who received information through television did so through a second party who viewed the program or announcement and relayed the content.

Awareness through Business and Industry sources accounted for 11% of the students. Of the 11%, 6% stated that their awareness came through announcements and fliers posted on bulletin boards, placed in purchase packages or distributed at counters. The other 5% gained information through paycheck inserts placed in envelopes with their regular weekly pay.

Community Agency referrals and announcements recruited 9% of the students. Several directors of community agencies where reading classes were to be housed did neighborhood recruitment through churches and community leaders. Presentations made at area council meetings are also included in this figure.

Announcements made through public and private schools accounted for the enrollment of 3% of the students.

Neighborhood canvasing proved to be the least effective means of recruitment accounting for only 2% of the total enrollment.. Due to the size of the metropolitan area, canvasing in neighborhoods was limited to those selected to have reading classes.

The recruitment data discussed above and shown in Appendix I reflects initial awareness. Each potential student calling for additional information was counseled by the project coordinator and was sent notification in writing stating the name of the center, time of class and teacher's name.

Since location and schedule information was not stated in any of the above mentioned recruitment sources, no student actually attended the first class as a direct result of the recruitment techniques used. These sources provided the initial awareness and each student then called for additional information and personal phone contact.

Student Retention

Retention of students, separations and completions were studied as a component of this project. The question of how to retain students was dealt with in depth at teacher in-service meetings and retention was continuously evaluated.

It was the policy of this project for teachers to contact each student after an absence and to submit names of those separating from the program to the project coordinator for follow-up. In addition, individual conferences, held frequently, stressed the importance of regular attendance in relation to goals. Each student, with the teacher, continuously evaluated progress toward sub goals established in conferences and was helped to see the progression toward his/her major goal. Students, with assistance from the teacher, were encouraged to be aware of every accomplishment and thus encouraged to maintain regular attendance.

Class climate conducive to sharing and concern by each student for the others in the class was stressed. Each student then became a motivating force for the continuing attendance of others.

As of December 30, 1978 the rate of separations from the program was 4%. The average attendance in classes was 72% in day classes, 71% in evening classes, and 70% in Saturday classes.

The retention rate was calculated at the program's termination showing an overall retention rate of 64.5% and a separation rate of 35.5%. The overall average attendance rate was 71%. The average for student attendance was 79 hours. (Appendix J) Certificates were awarded in an informal ceremony to all students demonstrating regular attendance. (Appendix K)

The majority of students, 28%, separating from the program did so because of employment. Unemployed persons securing employment accounted for 15% of those separated, while 13%, who were already employed, dropped from the program to take a better job. (Appendix L)

Any student not officially terminating from the program was automatically separated after a one month absence. Many of the students dropping from the program indicated plans to attend classes in the coming year.

VII. Student Intake

In all recruitment efforts, adults with reading problems were requested to call the Jefferson County Adult Education Office. Each prospective student was given an explanation of the program by the project coordinator and an opportunity to discuss specific problems or concerns. Questions were asked to determine eligibility for the reading project, and those who obviously possessed reading skills above 3.9 were referred to learning centers or part-time classes. The name, address, phone numbers, time, and location preference of each prospective student was included in a master list. Each adult was telephoned to give information concerning closest center and was given detailed directions to aid in class location. A follow-up note was mailed one week prior to the enrollment date to serve as a reminder and to provide the non-reading adult with a paper to present if difficulty was encountered locating the class. Every effort was made to create a secure feeling on the part of the adult by prior phone counseling and several contacts for encouragement.

A total of 235 adults enrolled in class September 18, 1978. Forty-eight of these students were referred to other Adult Basic Education Programs due to a reading level above 4.0 as determined by the Slosson Oral Reading Test. A total of 187 adults remained in the 20 classes. All students enrolled were new to adult education and did not reflect those adults below 4.0 reading level already being served by other ABE reading classes. The first class session was spent in orientation. This orientation was designed to create a non-threatening and comfortable atmosphere for the student. A very general outline was prepared for each teacher to follow but

was only intended as a sample guide. Teachers were expected to design and implement specific plans.

Student commitment to the program was stressed as the means for optimum educational growth. Regular attendance was discussed as a prime factor in advancement, and each student was given the telephone number of the Adult Education Office to discuss particular problems in this area.

The initial test instrument used for determining reading level was the Slosson Oral Reading Test (SORT). This test provided only a general reading level used to determine eligibility for the program.

During the first month, the Woodcock Reading Mastery Test, Form A, was administered to each student individually. The results of this test were used for diagnostic purposes in planning individual programs of study.

According to the results of both tests, the students were found to be in the following categories:

Levels by Grade	Percentage of Students
0 - 1.0	41%
1.1 - 2.0	21%
2.1 - 3.0	13%
3.0 - 3.9	25%
above 3.9 and referred to other classes (Appendix M)	48 students

VI. Materials

Three basic reading programs were chosen for use in the project. A set of one of the programs was distributed to each teacher to be used as a basal selection. Supplementary materials were introduced as student needs surfaced.

All teachers received initial training in the three selected programs and, when possible, made the choice of one material to be used in their classroom. The basal materials used were:

Laubach, The New Streamline English Books 1, 2, 3, and supplements

SRA, Corrective Reading, Decoding A & B

Steck Vaughn, Adult Reading 1100, 1200, 1300, 1400

Six teachers used the Laubach material, four implemented the SRA program in their class, and four used the Steck Vaughn Adult Reading Program.

A complete list of all basal and supplementary materials used along with the teacher ranking of effectiveness is included in Appendix N. The materials in the appendix were ranked only by those teachers using the particular material. The materials listed do not reflect teacher constructed materials which were many. Teachers were encouraged to design materials to suit the individual needs of their class and were offered support services through a resource file and duplicating service.

The analysis of variance comparing the three basic materials used in the classroom to academic gains in specific reading skill areas of the Woodcock test showed that the materials used did not have a statistically significant effect on academic gains. The

personality and technique of the teacher obviously influenced greatly the use of the materials. The effect of supplementary materials and teacher made materials were not statistically measurable. The variable of instructional hours was controlled and materials were compared to gains in the skill areas of word identification, word attack, and passage comprehension.

Table 1

Analysis of Variation: Gain in Word Identification Per 30 Hours of Instruction by Type Material.

TYPE MATERIAL	NUMBER OF STUDENTS	MEAN	STANDARD DEVIATION	STANDARD ERROR
SRA Corrective Reading	27	0.3133	0.2901	0.0558
Laubach	95	0.4113	0.3876	0.0398
Steck Vaughn Adult Reading	11	0.4592	0.3639	0.0912
Total	133	0.3954	0.3639	0.316

Table 2

Analysis of Variation: Gain in Word Attack Per 30 Hours of Instruction by Type Material.

TYPE MATERIAL	NUMBER OF STUDENTS	MEAN	STANDARD DEVIATION	STANDARD ERROR
SRA Corrective Reading	27	0.5234	0.4749	0.0914
Laubach	95	0.5360	0.4984	0.0511
Steck Vaughn Adult Reading	11	0.7093	0.4560	0.1375
Total	133	0.5478	0.4894	0.0424

Table 3

Analysis of Variance: Gain in Passage Comprehension Per 30 Hours of Instruction by Type Material.

TYPE MATERIAL	NUMBER OF STUDENTS	MEAN	STANDARD DEVIATION	STANDARD ERROR
SRA Corrective Reading	27	0.4125	0.4397	0.0846
Laubach	95	0.4631	0.3967	0.0407
Steck Vaughn Adult Reading	11	0.5677	0.4532	0.1366
Total	133	0.4615	0.4088	0.0355

Table 4

Analysis of Variance: Total Gain Per 30 Hours of Instruction by Type Material.

TYPE MATERIAL	NUMBER OF STUDENTS	MEAN	STANDARD DEVIATION	STANDARD ERROR
SRA Corrective Reading	27	0.4164	0.2876	0.0553
Laubach	95	0.4701	0.3546	0.0364
Steck Vaughn Adult Reading	11	0.5787	0.3498	0.1055
Total	133	0.4682	0.3415	0.0296

The mean score for those students using SRA was 0.4164. The mean score for Laubach students was 0.4701 and for Steck Vaughn .5787. Therefore, the type material does not appear to significantly influence student gain. However, it is interesting to note that the mean gain was consistently greater for Steck Vaughn than Laubach or S.R.A. but not at a statistically significant level.

Cambridge Book Company placed on loan to the project "We the people ... read". This program is a basic adult literacy program

designed for adults who are reading at 0-3 grade level. The program includes 20 half-hour television lessons and 20 sets of adult-oriented printed lessons in the format of a tabloid newspaper. The program was field tested by three teachers with approximately 40 students using audio visual equipment. It was used in combination with other adult reading materials and the teacher evaluations of the program are included in the comprehensive material list.

VIII. Presentation of Student Data

At the close of the program May 4, 1979, 293 students had been served. Of the 293 students, the largest percentage, 65%, were black. White students accounted for 33% of the total class population with 1% Asian or Pacific Islander and 1% Hisparic. (Appendix O)

The ages of the students ranged from 16-101 with the majority of the students being in the 18-22 year-age range. (Appendix P)

Females accounted for 46% of the students while 54% were male.

Pre and Post test scores were available on 133 students and educational gains in word identification, word attack and passage comprehension were measured.

Employed and unemployed students did not differ significantly in reading skill gains. Employed students demonstrated greater gaines in the areas of word identification and word attack; however, not significantly.

TABLE 5

T test: Gains Per Instructional Hours by Employment Status

				Pooled Variance Estimate		
Variable		Number of cases	Mean	T Value	Degrees of Freedom	2-Tail. Prob.
Word Identi-fication	Employed	66	0.4044	0.28	131	0.777
	Unemployed	67	0.3864			
Word Attack	Employed	66	0.5802	0.76	131	0.450
	Unemployed	67	0.5158			
Passage Comprehens-ion	Employed	66	0.4582	0.09	131	0.927
	Unemployed	67	0.4647			
TOTAL:	Employed	66	0.4810	0.43	131	0.671
	Unemployed	67	0.4556			

Motivation of students enrolling in reading classes was catagorized by intrinsic and extrinsic motivational reasons as stated on enrollment forms. Those students who were extrinsically motivated showed a significantly higher gain in the area of word identification. This gain, however, was not exhibited in the other skill areas tested.

TABLE 6

T test: Gains Per 30 Hours By Motivation

Variable		Number of cases	Mean	Pooled Variance Estimate T Value	Degrees of Freedom	2-Tail. Prob.
Word Identification	Extrinsic	27	0.5078	1.81	131	0.072
	Intrinsic	106	0.3667			
Word Attack	Extrinsic	27	0.6573	1.31	131	0.194
	Intrinsic	106	0.5199			
Passage Comprehension	Extrinsic	27	0.4219	0.56	131	0.575
	Intrinsic	106	0.4716			
TOTAL:	Extrinsic	27	0.5290	1.04	131	0.302
	Intrinsic	106	0.4527			

The last grade completed and the number of years of school completed by each student was shown to be significantly related to academic gains in skill areas tested. The mean years out of school was shown to be 13 and the average grade completed was 8.8 years. Seventeen percent (17%) completed twelve (12) years of school. The last grade completed was shown to be related to gains in word identification at .05 level and total gain at the .10 level. The number of years that the student had been out of school was shown to be related to gains in word attack, passage comprehension and total gain at the 0.7,.005 and

.03 levels respectively. The students completing more grades in school showed greater gains on pre and post tests. Those with the least amount of time lapsed between termination of formal schooling and enrollment in the reading program also exhibited greater gains.

TABLE 7

Gain Per 30 Hours of Instruction By Years Out of School

	Word Identification	Word Attach	Passage Comprehension	Total
Years out of school	0.0144	0.1275	0.2239	0.1553
	133	133	133	P=0.037
	P=0.435	P=0.072	P=0.005	
Last grade completed	0.1403	0.0869	0.0466	0.1099
	133	133	133	133
	P=0.054	P=0.160	P=0.297	P=0.104

There was shown to be no significant difference in pre and post test scores by males and females.

TABLE 8

T-test: Gain Per 30 Hours Of Instruction By Sex.

Variable		Number of cases	Mean	Pooled Variance Estimate T Value	Degrees of Freedom	2-Tail. Prob.
Word Identification	Female	63	0.3905	0.15	131	0.884
	Male	70	0.3998			
Word Attack	Female	63	0.4984	0.10	131	0.272
	Male	70	0.5922			
Passage Comprehension	Female	63	0.4731	0.31	131	0.757
	Male	70	0.4510			
TOTAL:	Female	63	0.4540	0.45	131	0.651
	Male	70	0.4810			

Classes were offered at varying times of the day and days of the week. There was no significant difference in gains exhibited students attending day or evening classes.

TABLE 9

T-test: Gains per 30 hours of instruction by time of class session.

				Pooled Variance Estimate		
Variable		Number of cases	Mean	T Value	Degrees of Freedom	2-Tail. Prob.
Word Identification	Day	76	0.4062	0.40	131	0.693
	Evening	57	0.3809			
Word Attack	Day	76	0.5241	0.64	131	0.521
	Evening	57	0.5794			
Passage Comprehension	Day	76	0.4886	0.88	131	0.379
	Evening	57	0.4253			
TOTAL:	Day	76	0.4730	0.18	131	0.854
	Evening	57	0.4619			

The average number of instructional hours for the 133 students with pre and post test data available was 79 hours. The average total mean gain in reading skill areas tested was 1.1 years.

The pre and post test scores were not controlled for time and there was a significant difference between pre and post test scores.

TABLE 10

T-test for Paired Samples Of Pre and Post Tests.

			Pooled Variance Estimate		
Variable	Number of cases	Mean	T Value	Degrees of Freedom	2-Tail. Prob.
Pre-test Word Identification	133	2.070	15.12	132	0.000
Post-test Word Identification		2.9850			
Pre-test Word Attack	133	1.5639	14.25	132	0.000
Post-test Word Attack		2.8842			
Pre-test Passage Comprehension	133	2.1301	13.84	132	0.0000
Post-test Passage Comprehension		3.2504			
Pre-test Total:	133	1.9216	17.57	132	0.0000
Post-test Total:		3.0398			

Students, for which pre- and post-test scores were available, attended class varying numbers of hours. It was no surprise that as the number of instructional hours increased the gain also increased.

The number of hours of attendance was categorized as follows: 0-30 hours, 31-60 hours, 61-90 hours, 91-120 hours, 121-150 hours, 151-180 hours, 181-200 hours. The mean hours of attendance was 79. Available class schedules varied from two (2) hours per week to sixteen (16) hours per week with most classes meeting six (6) hours per week. The difference in class scheduling accounted for the greatest distribution of attendance hours being 31 to 120 hours. The few classes which met four (4) days per week and the one (1) class meeting on a weekly basis accounted for the small count at the top and bottom ends of the distribution.

On the three (3) sections of the test the mean gain between pre- and post-test was as follows:

Table 11 - Analysis of Variance: Mean Gains on Word Identification Test by Hours of Instruction.

Instructional Hours	Number of Students	Mean Gain	Standard Deviation	Standard Error
0-30	6	0.5500	0.4461	0.1821
31-60	42	0.8000	0.6644	0.1025
61-90	41	0.8683	0.6926	0.1082
91-120	27	0.8963	0.7552	0.1453
121-150	9	1.4222	0.6200	0.2067
151-180	4	1.4250	0.1893	0.0946
181-200	4	1.6000	0.6325	0.3162
TOTAL	133	0.9143	0.6973	0.0605

Table 12 - Analysis of Variance: Mean Gains on Word Attack Test by Hours of Instruction.

Instructional Hours	Number of Students	Mean Gain	Standard Deviation	Standard Error
10-30	6	0.5833	0.5492	0.2242
31-60	42	1.1786	1.0646	0.1643
61-90	41	1.1463	0.8640	0.1349
91-120	27	1.5518	1.0390	0.2000
121-150	9	1.8222	0.8348	0.2783
151-180	4	1.6250	0.7228	0.3614
181-200	4	2.7000	0.6976	0.3488
TOTAL	133	1.3203	0.9983	0.0866

Table 13 - Analysis of Variance: Mean Gains on Passage Comprehension Test by Hours of Instruction.

Instructional Hours	Number of Students	Mean Gain	Standard Deviation	Standard Error
10-30	6	0.5000	0.3742	0.1528
31-60	42	0.9524	0.7762	0.1198
61-90	41	1.0293	1.0357	0.1617
91-120	27	1.1074	0.7947	0.1529
121-150	9	1.6778	0.6340	0.2113
151-180	4	1.5750	0.4646	0.2323
181-200	4	3.1250	0.9743	0.4871
TOTAL	133	1.1203	0.9333	0.0809

Table 14 - Analysis of Variance: Mean Gains on Total Tests

Instructional Hours	Number of Students	Mean Gain	Standard Deviation	Standard Error
10-30	6	0.5444	0.3686	0.1505
31-60	42	0.9770	0.7054	0.1088
61-90	41	1.0146	0.6489	0.1013
91-120	27	1.1852	0.7367	0.1418
121-150	9	1.6407	0.6390	0.2130
151-180	4	1.5417	0.3853	0.1926
181-200	4	2.4750	0.7073	0.3537
TOTAL	133	1.1183	0.7342	0.0637

The greatest gains were shown by students on the Word Attack Test while the least gains were exhibited on Word Identification. The average student received 79 hours of class instruction and made the following mean gains: Word Identification .9, Word Attack 1.3, and Passage Comprehension 1.3. When compared to a regular K-12 school program, the hours of instruction amount to approximately 13 days.

The gain shown on the three (3) tests by those students attending the least of hours (0-30) was .5, while those attending the greatest number of hours (181-200) showed gains of 2.5.

Summary

Through the Jefferson County Adult Reading Project, 293 students functioning at a 3.9 reading level and below attended reading classes. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in the project components.

The teachers spent a great deal of time "unlearning" many bad reading habits the students had developed through years of coping in a reading society and constant praise was needed to overcome the failure syndrome attitude held by many of the students. In light of these accomplishments and the classroom rapport that was gradually established, it might be assumed that students returning to classes for another year may be able to experience more rapid educational advancement.

Definite needs for a counseling service and structured guidelines for working with the learning disabled adult were felt throughout the year. These are recommended to be dealt with more effectively in the coming year.

The target population of adults in Jefferson County with reading levels below 3.9 is estimated to be 30,000. It is hoped that at least 500 of these adults can be served in the coming year with a more effective program as a result of the findings of the 309 project implemented in Jefferson County in 1978-79.

Day Classes

	Location	Days	Times
1.	Shelby Park Area St. Matthews United Church of Christ 607 East St. Catherine	T-TH	9:00-12:00
2.	West End (Old Loretta High School) Christ Temple Apostolic Church 723 So. 45th Street	M, T, W, TH T-TH	9:00-12:00 12:30-3:30
3.	West End Parkland Library 2743 Virginia Avenue	SAT	9:00-1:00
4.	Merriweather Area Miles Community Center 1468 Bland Street Burnette & Bland	WED	9:00-12:00
5.	Fairdale/Okolona Area Minors Lane Baptist Church 8500 Minors Lane	T-TH	12:00-3:00
6.	Dixie Hwy. Area/Lake Dreamland Lake Dreamland Baptist Church 3616 Kraemers Lane	T-TH	9:00-12:00
7.	Portland Area Grace Lutheran Church 425 North 26th Street	M	8:30-11:30
8.	Newburg Area Greater Faith Baptist Church 5712 Gathwright Drive	T-TH	9:30-12:30
9.	Downtown Area Y.W.C.A. 604 So. Third Street	T-TH T-TH	9:00-12:00 12:30-3:30
10.	West End New Zion Baptist Church 34th & Southern	M-W	9:00-12:00
11.	Presbyterian Community Center 760 South Hancock	M-W	12:30-3:30
12.	Crescent Hill Area Lutheran Church 1864 Frankfort Avenue	M-W	9:30-12:30

Night Classes

	Location	Days	Times
1.	Y.W.C.A. 604 So. Third Street	T-TH	6:30-9:30
2.	California Community Center 1600 W. St. Catherine	M-W	6:30-9:30
3.	Iroquois Night High School 4615 Taylor Boulevard	T-TH	6:30-9:30
4.	Valley High School 10200 Dixie Highway	M-W	5:30-8:30
5.	Durrett High School 4409 Preston Highway	T-TH	6:30-9:30
6.	Newburg Community Center 1508 Indian Trail	T-TH	7:00-10:00
7.	Christ Temple Apostolic Church 723 So. 45th Street	M-TH	5:30-8:30
8.	Crosby Middle School Middletown	T-TH	6:30-9:30
9.	Y.W.C.A. 44th & Broadway	M-TH	6:30-9:30

APPENDIX B

Areas in which recruitment was conducted covered the entire city and county. Classes were set up to serve all geographic regions and to encompass densely populated urban areas as well as the more sparsely populated suburban communities. The map of Jefferson County on the following page is divided into geographic regions with each region reflecting its uniqueness in terms of needs for reading classes.

Region I - Urban, densely populated, predominantly black, lower socio-economic level, at least 50% rental property.

Region 2 - Urban, densely populated community in transition, redevelopment of old neighborhoods.

Region 3 - Suburban, middle to upper socio-economic level, poverty pockets intermingled. Population mainly white and in sectional subdivisions.

Region 4 - Urban, moderately priced housing, blue collar workers.

Region 5 - Lower to middle income level, some federally subsidized housing in and around the Newburg area which is predominantly black.

Region 6 - Lower to middle income level, mobile community with a large amount of rental property.

Region 7 - Suburban area with population density in and around Jeffersontown but farmland throughout the region.

Region 8 - Wide range of socio-economic levels. Predominantly white, housing mainly in subdivisions.

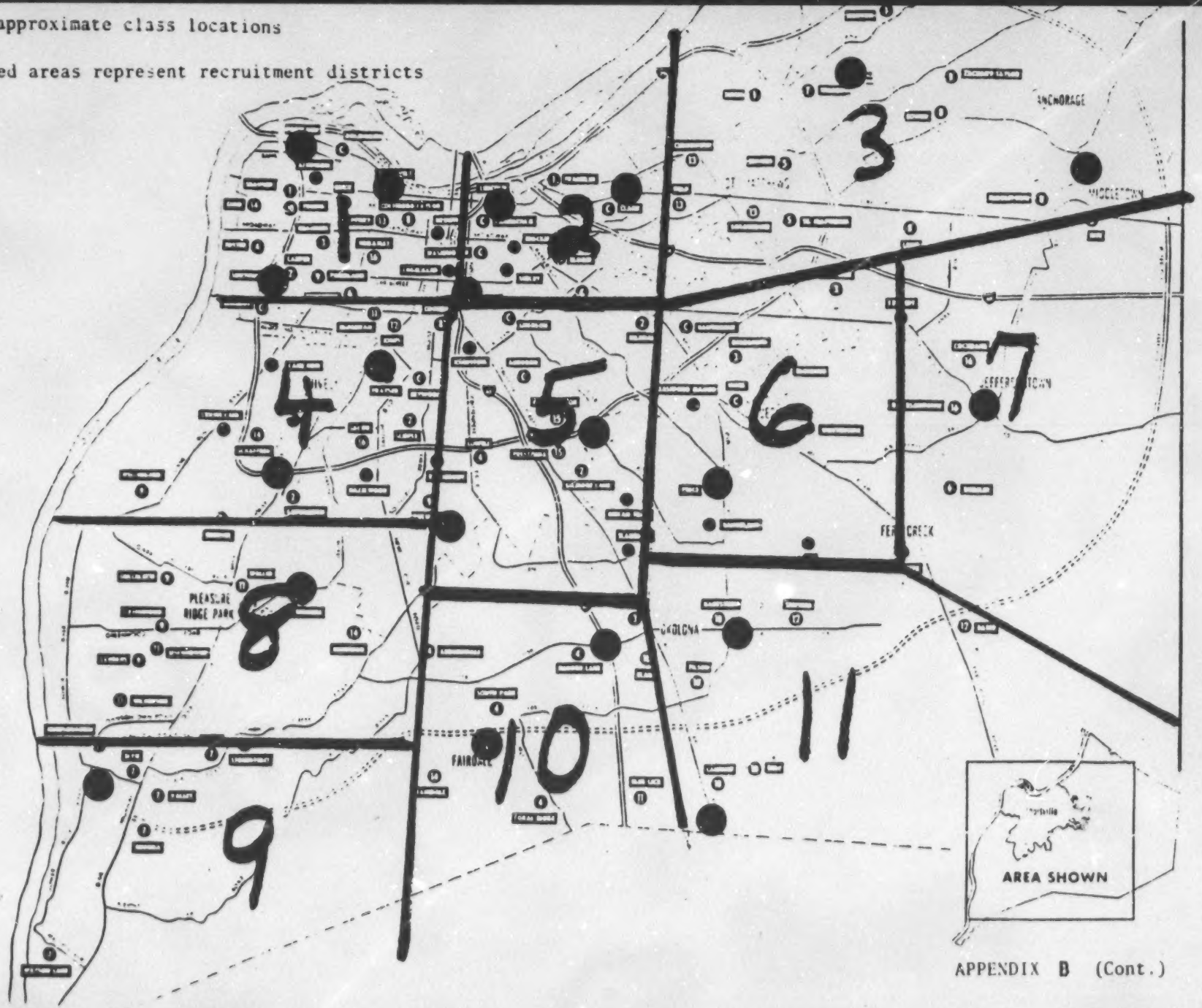
Region 9 - Low - Middle income area, predominantly white.

Region 10- Suburban, population mainly originated from rural areas of Kentucky.

Region 11- Low to middle income level, predominantly white, densely populated areas.

● = approximate class locations

Numbered areas represent recruitment districts



APPENDIX B (Cont.)

Site and Schedule Information:

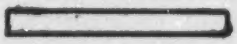
SITES

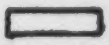
20 Locations

- 8 Churches
- 4 Community Centers
- 4 School buildings
- 2 Y.W.C.A.
- 2 Libraries

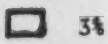
SCHEDULES

Enrollment percentages by class time.

Morning classes  33%

Afternoon classes  13%

Evening classes 51%

Saturday classes  3%

JOB DESCRIPTION

TITLE: Adult Reading Teachers

QUALIFICATIONS:

1. Bachelors Degree or Higher with a Kentucky Teaching Certificate
2. Elementary Education background helpful
3. Experience in working with adults and/or reading helpful

REPORTS TO:

PERFORMANCE RESPONSIBILITIES:

1. To counsel, interview, register, and admit all eligible students into the reading program.
2. To administer placement and diagnostic reading tests and evaluate the results.
3. To prepare an instructional program for each student based on individual needs.
4. To instruct students individually or in small groups.
5. To evaluate academic progress with each individual student and recommend additional academic work and/or alternative instruction.
6. To maintain a system of permanent records for all students.
7. To keep appropriate local, state, or federal records and prepare reports as necessary.
8. To maintain proper classroom learning environment.
9. To participate in local and state training programs as assigned.
10. Other duties as assigned by reading consultant.

Appendix E

AGENDA

Workshop for Adult Reading Teachers
September 11-13, 1978

MONDAY

9:00 a.m.	Welcome and introductions
9:30	Objectives and overview of workshop
9:45	Overview of Adult Education Program 1. State Organization 2. Local Adult Program 3. Jefferson County Adult Reading Project
10:30	Break
10:45	"Sound of My Own Name"
11:30	Lunch
1:00	Characteristics of undereducated adults and implications for teaching instruction
2:30	Break
2:45	Literacy training films
4:00	Wrap up evaluations

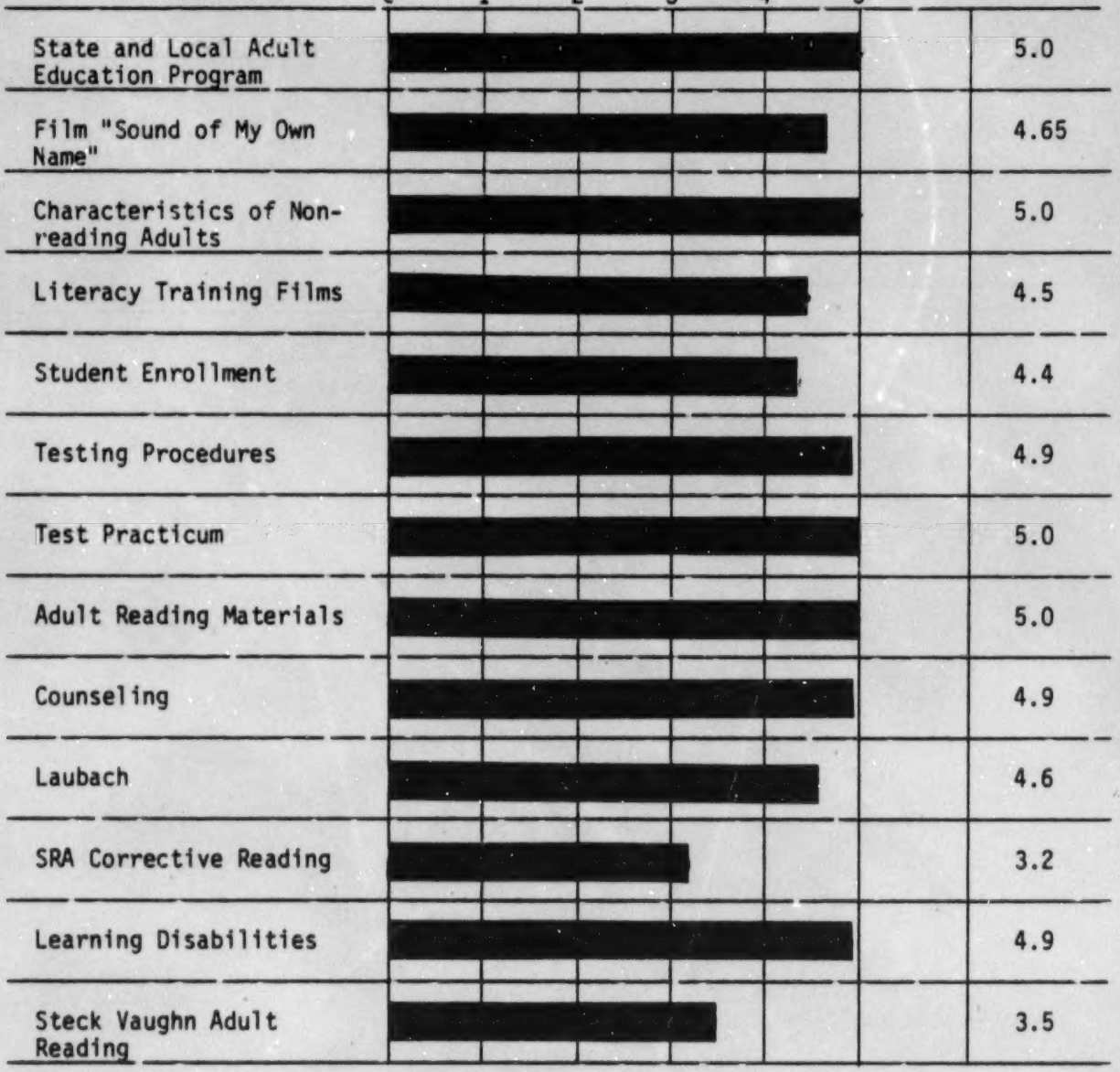
TUESDAY

9:00 - 9:45	Enrollment of students Goals Scheduling Records
9:45	Break
10:00	Overview of testing procedures
10:30	Practicum in test Administration and scoring
11:30	Lunch
1:00	Techniques of counseling adult students
2:00	Break
2:15	Methods and materials
2:45	Laubach presentation
4:00	Wrap-up and evaluations

WEDNESDAY

9:00	SRA Corrective reading program
10:30	Break
10:45	Learning disabilities
11:30	Lunch
1:00	Steck Vaughn Adult Reading Program
2:30	Center assignments and special instructions
3:00	Gather assigned materials

READING TEACHER'S EVALUATION RANKINGS



FIRST DAY OF CLASS

1. Overview of the reading class.

   A. Approach to be used in teaching
   B. Materials to be used
   C. Length and time of class sessions
   D. Snow days and Jefferson County holidays
   E. Teacher and student commitment
   F. Questions

   (Be prepared to answer such questions as, "How fast will I learn to read? How long before I can get a GED certificate? Will I have to take a book home? What if I have to miss class? Leave early? Will I have to read out loud? Grades?")

2. Discuss general reasons adults return to school. (Stress difference in high school and elementary school from adult classes.)

3. Get acquainted discussion. (If the students feel comfortable at this point, initiate discussion.)

   A. Students' backgrounds, hobbies, and interests
   B. What each student hopes to get from the class

4. Explain purpose of test and administer SORT.

5. Work through exercises in Machine Age Riddles or other appropriate non-reading exercises as discussed in staff meeting.

6. Make referrals to other adult classes if reading level is above 3.9.

some adults can't read this

Will you tell them about it?

ADULT
READING
CLASS
is the key

you can

361-1364

FREE CLASSES

Day - Evening - Saturday

Jefferson County Board of Education

Some Adults Can't Read This?

Do you know one of them?

Help them unlock their future.
They CAN learn!

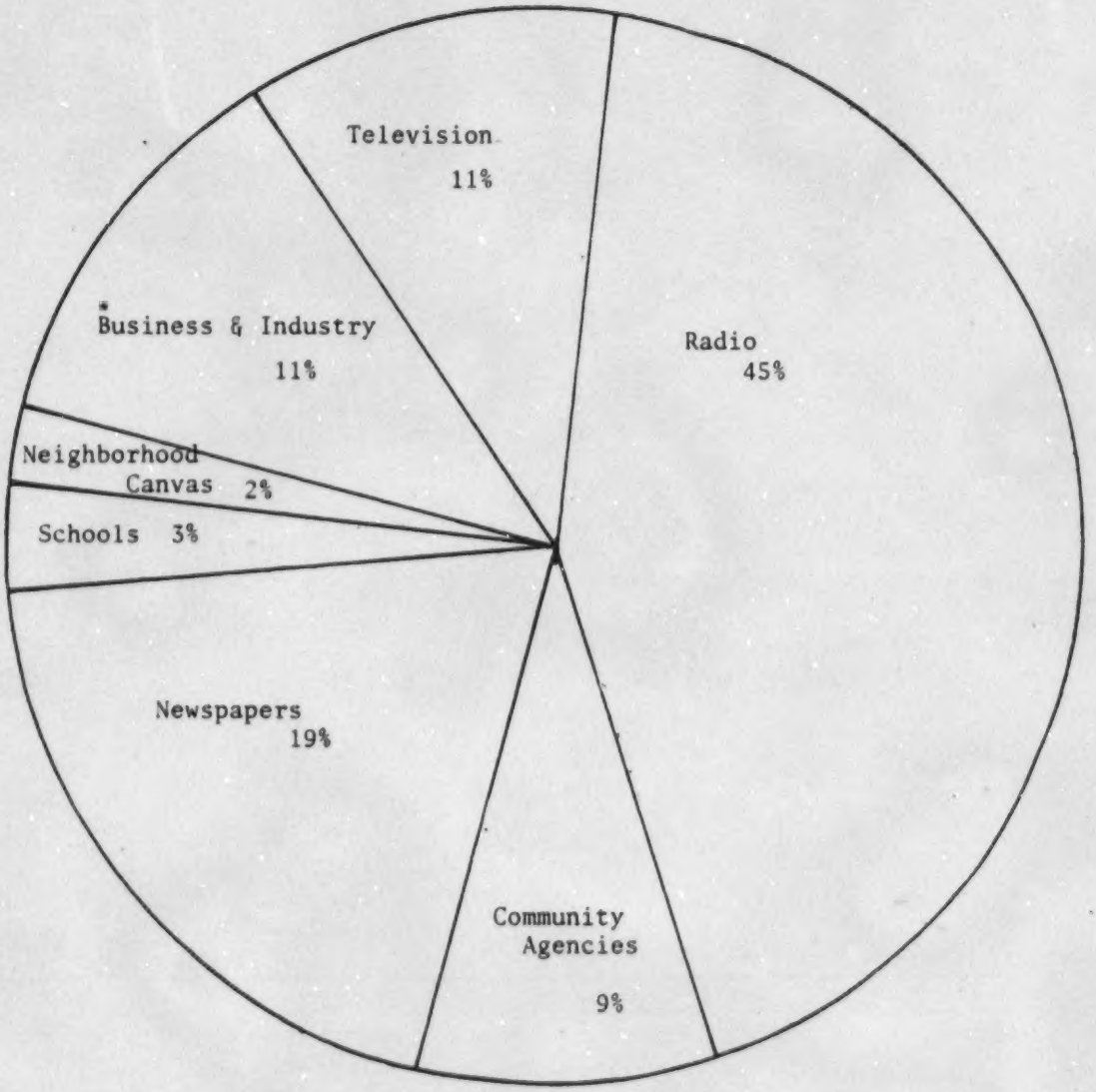
Tell them about the 20 FREE adult reading classes in Jefferson County.

Day - Evening - Saturday

361-1364

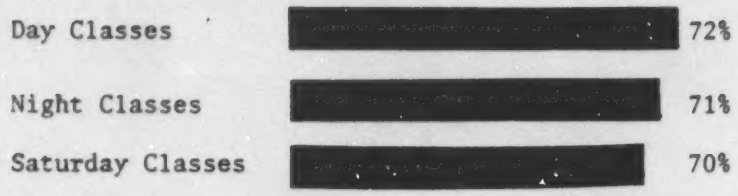
you can

RECRUITMENT DATA



* Announcements & fliers 6%
Paycheck inserts 5%

Average Attendance



Student Retention Rate

Certificate Of Achievement

_____ COUNTY

_____ SCHOOL

GENERAL ADULT EDUCATION PROGRAM

AWARDED TO

_____

This is to certify that the holder of this certificate has successfully completed an intensive period of study in the following subject or subjects:

In testimony whereof *and by authority in us vested, we have affixed our signatures this the____ day of _____ 19__, at _____ County, _____ Kentucky*

53

_____
SUPERINTENDENT OF SCHOOLS

_____
PRINCIPAL OF SCHOOL

_____
CHAIRMAN BOARD OF EDUCATION

Student Reasons for Separations

104 Total Separations

1.	To take a job (Unemployed when entered program)	15%
2.	To take a better job (employed when entered program)	13%
3.	To enter another training program	2%
4.	Met personal objective	6%
5.	For lack of interest	.5%
6.	Because of health problems	4%
7.	Because of transportation problems	.5%
8.	Because of child care problems	4%
9.	Because of family problems	11%
10.	Because of time class/program is scheduled	13%
11.	For other known reasons (specify)	
12.	For unknown reasons	31%

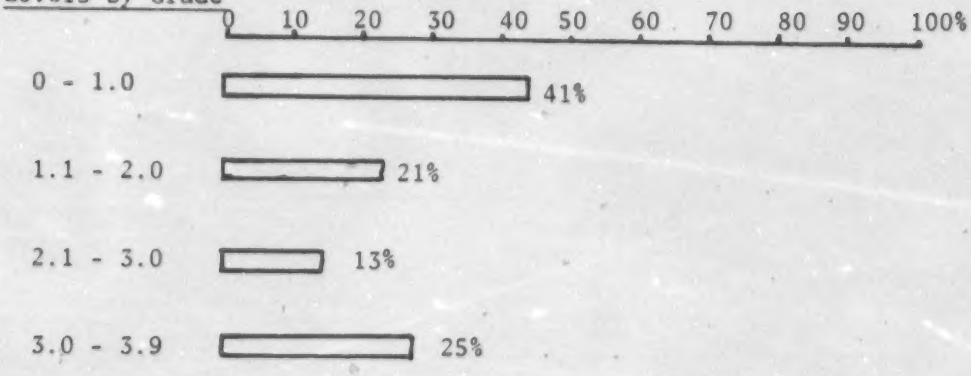
STUDENT INTAKE:

3 contacts with each potential student

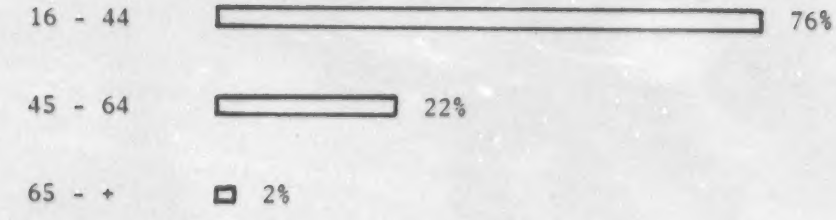
235 students enrolled

48 referred to other classes

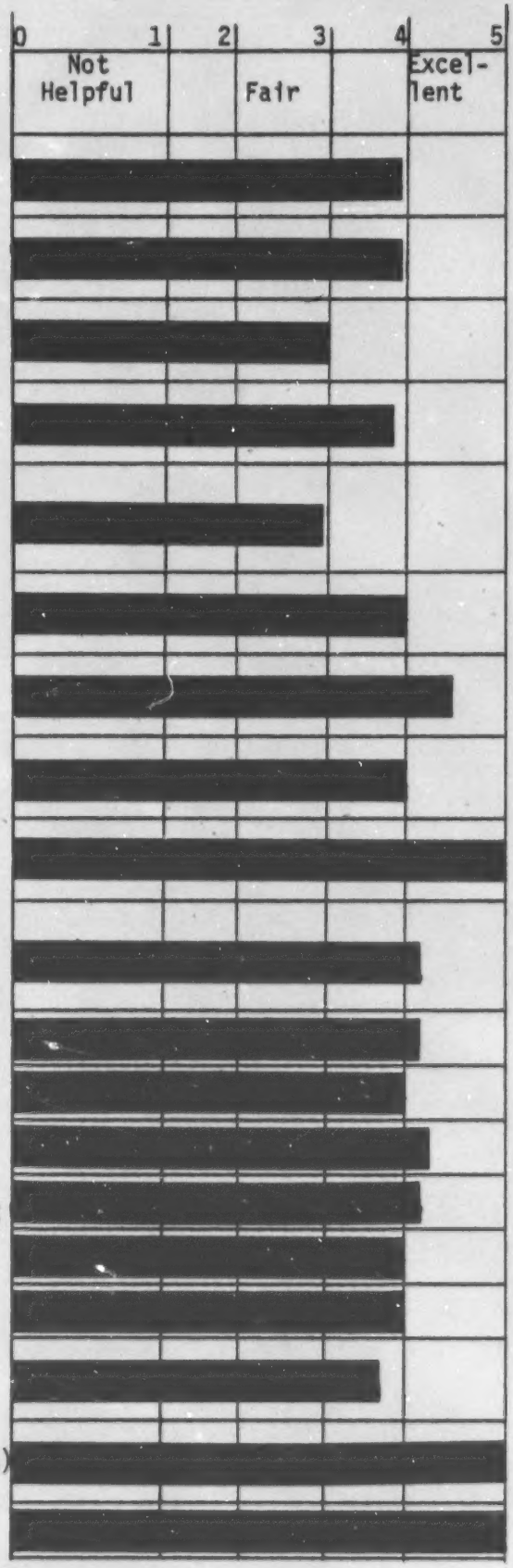
Levels by Grade



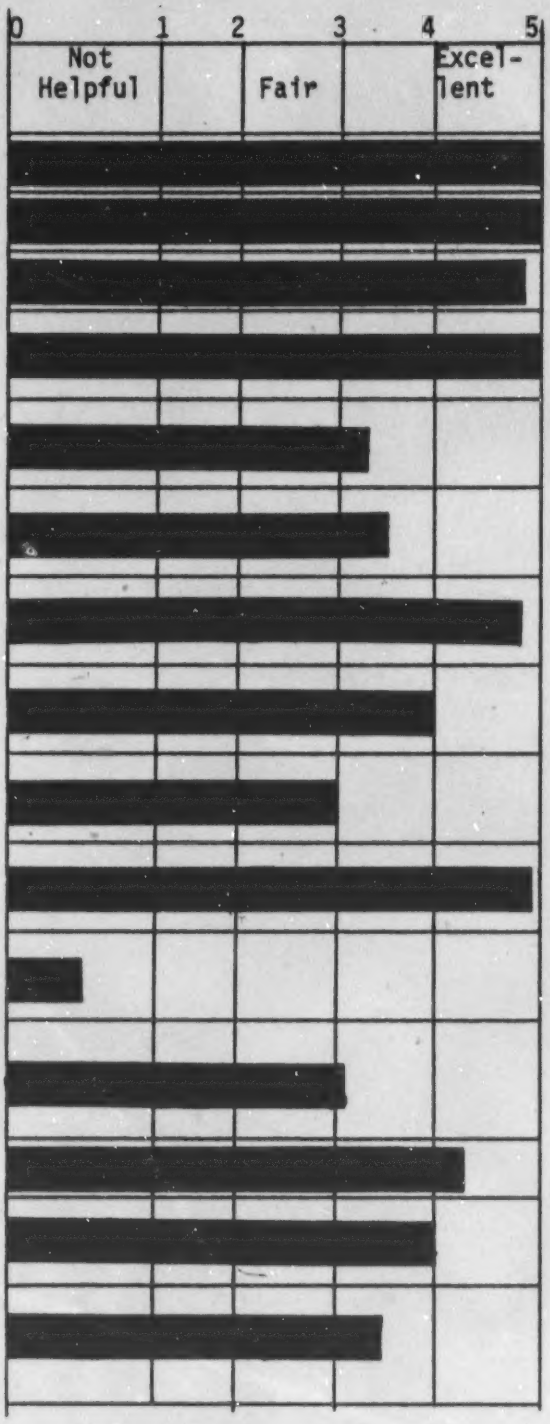
Age



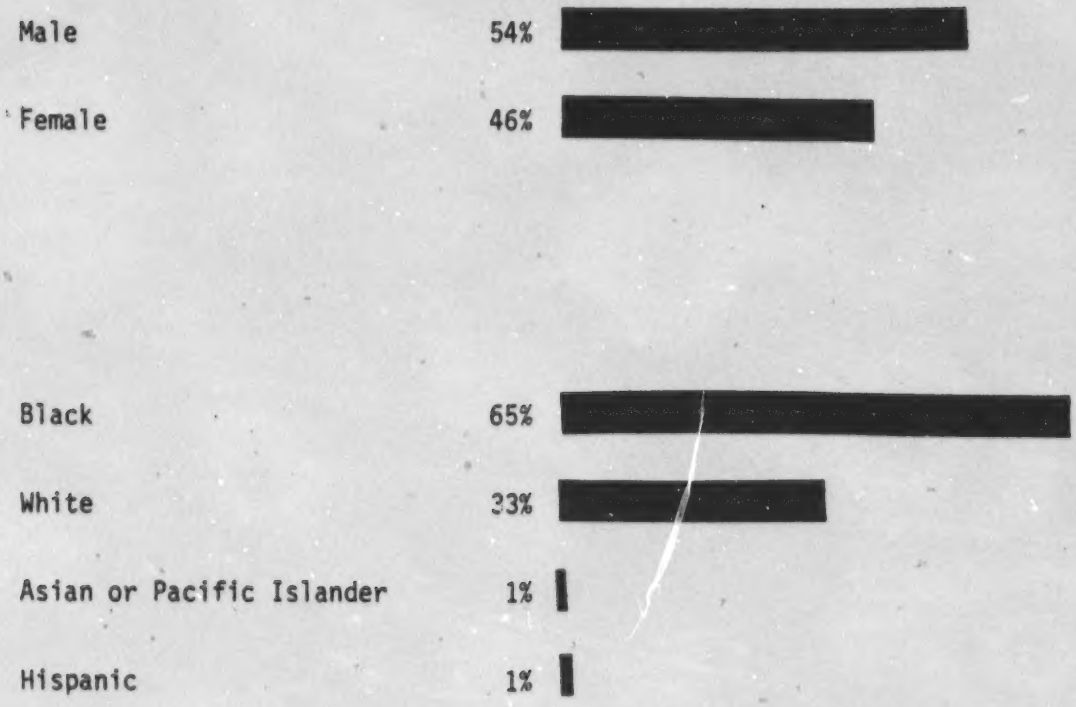
No. of Teachers Using & Responding			Average Ranking
6	1.	Working With Words (Steck Vaughn)	3.9
4	2.	Working With Patterns (Steck Vaughn)	3.9
2	3.	I Want to Read and Write (Steck Vaughn)	3.0
5	4.	Adult Reader (Steck Vaughn)	3.8
4	5.	Steps to Learning, Book 1 & 2 (Steck Vaughn)	2.9
3	6.	Steps to Spelling (Steck Vaughn)	4.0
4	7.	Reading 1100 1200 1300 1400 (Steck Vaughn)	4.5
2	8.	Discovering Phonics We Use (Lyons & Carnahan)	4.0
1	9.	Reading Attainment Kits (Grollier)	5.0
6	10.	Barnell-Loft - Specific Skills, Levels A-C Working with Sounds, ABC	4.2
6		Following Directions, ABC	4.2
2		Using the Context, ABC	4.0
4		Locating the Answer, ABC	4.3
5		Getting the Main Idea, ABC	4.2
4		Getting the Facts, ABC	4.0
4		Drawing Conclusions, ABC	4.0
3		Detecting the Sequence, ABC	3.7
6	11.	Laubach (New Readers Press) Book 1	5.0
6		Book 2	5.0



No. of Teachers Using & Responding			Average Ranking
5		Book 3	5.0
3		Book 4	5.0
6		Laubach Supplements	4.8
4	12.	SRA Corrective Reading Decoding A & B	5.0
4	13.	Reading for Life (Cambridge)	3.3
4	14.	Reading for Progress (Cambridge)	3.5
3	15.	Reading Competence (Cambridge)	4.8
7	16.	News for You (Newspaper)	4.0
3	17.	Read to Learn (Steck Vaughn)	3.0
6	18.	Dr. Spello (McGraw-Hill)	4.9
3	19.	We The People Read Video (Cambridge)	.5
3	20.	Newspapers, We The People Read (Cambridge)	3.1
14	21.	SORT Test	4.3
14	22.	Woodcock Reading Mastery Test	4.0
4	23.	Everyday Everywhere Materials (Teacher-suggestion book)	3.5



Total Enrollment by Sex and Race



PERCENTAGE OF TOTAL ENROLLMENT BY AGE